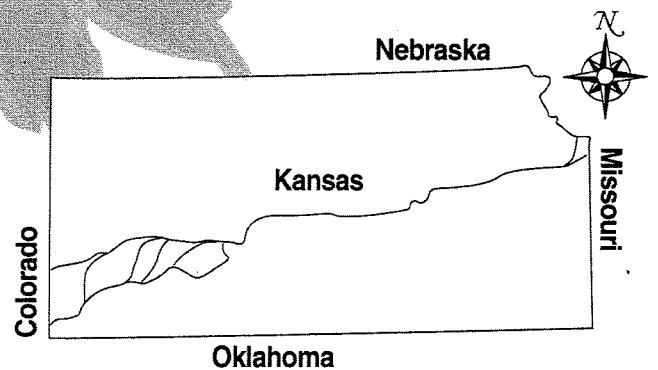


Travel the Santa Fe Trail to Kansas Kids Fitness Day

Addendum



TRAVEL THE SANTA FE TRAIL TO KANSAS KIDS FITNESS DAY

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ACKNOWLEDGMENTS

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OTHER ACKNOWLEDGMENTS

Kansas Trails Writing Committee

See Travel the Santa Fe Trail To Kansas Kids Fitness Day,
for a listing of individual committee members.

Resources

Travel the Santa Fe Trail to Kansas Kids Fitness Day by the Kansas Trails Writing Committee

Kansas Curricular Standards for Reading and Writing by the Kansas State Board of Education, July 1998

The Kansas Curricular Standards for Civics-Government, Economics, Geography and History (Second Draft) by Kansas State Board of Education, December 1998

Kansas Curricular Standards for Mathematics (fifth draft), Spring 1999

Introduction

This unit is intended to give the classroom teacher creative and integrative approaches to teaching Kansas History using the Santa Fe Trail as a vehicle for facilitating the learning. It is our intent that each teacher add their own creativity and personality to promoting an understanding of this knowledge.

The book and unit covers an area of Kansas from the northeastern borders to the southwestern borders. Each teacher is encouraged to expand and build on their own geographical area in this unit. For example, those that live in the far southwestern region of Kansas will be expanding by doing field trips and hands-on activities with the Cimarron Cutoff Site, The Cimarron Route Site and the Fort Larned Site. These areas will be of particular interest to them and their students because of where they live. The plan is to develop a deeper interest in the Santa Fe Trail by teaching the students to learn about their environment (landmarks) and why the landmarks are there.



BACKGROUND ON MARION SLOAN RUSSELL

In 1852, when Marion Russell was seven years old, she set out from Kansas with her mother and brother for California. They traveled in a large wagon train on the most famous route to the Southwest-the Santa Fe Trail. Trail life was not easy, but for Marion it was filled with wonders. There were wild storms followed by great rainbows, comforting campfires, and hairy tarantulas hiding under buffalo chips. There was Santa Fe, its adobe walls strung with red peppers, its night air filled with mandolin music.

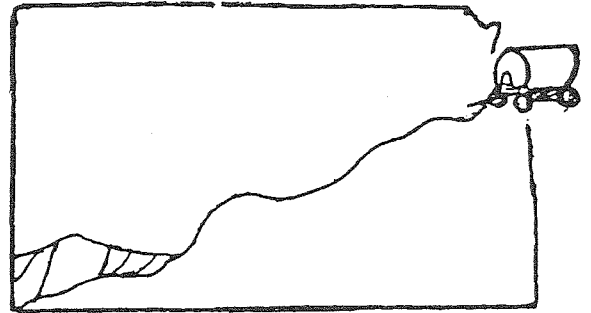
When they journeyed along the Santa Fe Trail for the first time, they were part of a wagon train led by Francis Xavier Aubry, a well known figure in the history of the Santa Fe Trail. The health of Marion's brother, Will, concerned Captain Aubry as Will was thin and pale looking. Captain Aubry determined that Will would become strong and healthy during his journey along the trail. As with many others who made this journey, Will's health did improve with trail life.

During her life Marion traveled the Santa Fe Trail several times with her family. She married a soldier stationed at Fort Union and spent her honeymoon at Camp Nickols on the trail. She describes some of her "cherished personal remembrances" as specks of a cloud of dust that swirled away behind a lumbering herd of buffalo, curlews dipping in a moist meadow, her friendship with Colonel "Kit" Carson, and how the traffic of the Santa Fe Trail "flowed like a river through Santa Fe's great arched gateway."

Other memories also come to life in Marion's account of her life. She remembers being lost in St. Louis at a time when there were no patrol cars to go searching for a lost three years old child. Her memories also include an incident that was to come to mind later as she encountered snakes on her journeys along the Santa Fe Trail. While living in St. Louis her stepfather killed a rattlesnake in their garden. As she stood holding her mother's hand and watching the dead snake, its mouth opened wide and out jumped a big green toad.

Marion was never to forget her first trip along the Santa Fe Trail or the ones to follow. When she was a very old woman, she described her first trip in Land of Enchantment, the book she wrote about her life. It was her "desire that these memoirs may help preserve posterity, truth and the warmth of an unforgettable period in American history; the stirring decade in which sturdy pioneers blazed trails across a strange and wondrous land of prairies, plains, and mountains.."

PRAIRIE VILLAGE RUTS



Site Information:

As people arrived in western Missouri to begin their journey on the Santa Fe Trail they traveled one of many roads or branches that joined to make larger roads or branches that merged into the mighty Santa Fe Trail. The two major feeder roads of the Santa Fe Trail entered Kansas in present day Johnson County. One brought people from Westport and the other from Independence. They merged into one in western Johnson County before splitting again into two trails, the Santa Fe Trail and the Oregon-California Trail.

Whether coming from Westport or Independence many travelers found themselves spending their first or second night on the trail at either Elm Grove campsite or Lone Elm campsite. These campsites became a rendezvous location for many of the early caravans. Elm Grove was on the Trail from Westport two and a half miles north of Lone Elm which was on the Trail from Independence. Descriptions of Elm Grove tell of a pretty little valley on the prairie. Both sites were on the same branch of Cedar Creek and both are just south of present day Olathe.

These sites both provided water and grass, important ingredients for a good campsite. Travelers stopping at these sites would rest and let their livestock graze on the good pasture found there. The grove of trees at Elm Grove was cut down tree by tree to provide fuel for the wagon caravans. By the mid 1840's only one lone tree remained at Elm Grove. This tree soon went the way of the rest of the grove and Elm Grove became a treeless campsite on the trail to Santa Fe.

Today:

Prairie Village is located at a point where the Santa Fe Trail entered Kansas. As

Prairie Village Ruts

the wagons crossed the rise they cut deep ruts into the earth that exist today. The presence of ruts on this eastern portion of the trail is unique because of the amount of development that has taken place in the eastern part of Kansas.

Location:

The ruts are located in a 20 acre park in Prairie Village. They are west of city hall. A pavilion with a map and interpretive signage is located at the site of the ruts.

Interesting Facts:

In 1856, Westport Missouri "Sept 25th I bot of Mr Hays one pair of Mules costing \$235.00—three years old—one of them rather poor, but will probably stand the trip. A horse I bot of H Clay Tate for \$100.00—a very good animal for by trip being small, pony built—about 4 years old." Diary of James Ross Larkin (Barbour p. 70)

In 1859 near Westport "We overtook a curiosity in the shape of a wind wagon. It is a four wheeled vehicle, about nine feet across schooner rigged a very large sail. The whole weights three thousand pounds. It plowed right through the mud, but cast anchor in a deep ravine when the wind failed to fill the sail and she stopped, the old captain has got out or applied for a patent, he says when he gets it perfected he will bet ten thousand dollars he can get to the Rocky mountains in six days..." Diary of Charles C. Post (Hafen, *Overland*, p. 29)

Travel the Santa Fe Trail to Kansas Kids Fitness Day

UNIT OBJECTIVE: This unit is intended to teach Third Grade Students standards from the Language, Math and Social Studies State Curriculums. Activities in this unit will be centered around the book, Along the Santa Fe Trail: Marion Russell's Own Story, by Ginger Wadsworth, in which students will learn about the Santa Fe Trail, particularly in the Kansas region.

Unit Overview

Note: The state standards used in this unit are as follows:

Standards for **Reading** are taken from “by the end of the **third grade**” section of the State Curriculum Guide.

Standards for **Social Studies** are taken from “by the end of the **fourth grade**” section of the State Curriculum Guide.

Standards for **Math** are taken from “by the end of the **third grade**” section of the State Curriculum Guide.

State Objectives:

Kansas History State Standard Curriculum:

The student demonstrates a working knowledge and understanding of significant individuals, groups, ideas, events, areas, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 4: The student will understand the impact of exploration and westward migration upon the history of Kansas.

Indicators:

The student:

1. compares and contrasts the purposes of the Santa Fe Trail.
2. describes the interactions between different cultural groups on the Santa Fe Trail (e.g. American and Native American).
3. lists three major hardships that travelers on the Santa Fe Trail encountered.
4. evaluates what was necessary to pack in the wagon for a trip on the Santa Fe Trail (determine want vs. need).

History State Standard Curriculum:

The student demonstrates a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 3: The student understands the significance of events, holidays, documents, landmarks, and symbols which are important in United States history.

Indicators:

The student:

3. identifies the significance of national and local landmarks.

Language Arts State Standard 3:

Literature Genre:

Learners demonstrate knowledge of literature from a variety of cultures, genres, and time periods.

Benchmark 1: The proficient reader demonstrates knowledge of the effects of cultures on literature.

Indicator 1 and 2:

The students will:

1. recognize customs as expressed in literature from a variety of cultures.
2. relate literature from a variety of cultures to personal experiences.

Language Arts State Standard 3:

Literature Genre:

Learners demonstrate knowledge of literature from a variety of cultures, genres, and time periods.

Benchmark 3: The proficient reader demonstrates knowledge of the effects of time periods on literature.

Indicator 1:

The students will:

1. distinguish between past and present settings.

There will be other Language Arts, History and Math State Standards used in the activities that follow in this unit.

Persons Responsible: Third Grade Teachers/Facilitators of the Third Grade Curriculum.

Ways to Measure Progress: Teacher observation

Performance Assessment

Six Trait Writing

RESOURCES: *"Travel the Santa Fe Trail to Kansas Kids Fitness Day Curriculum"

*Along the Santa Fe Trail: Marion Russell's Own Story, By Marion Russell, Adapted by Ginger Wadsworth, copyright 1993.

TIMELINE: 2 - 4 Weeks

STRATEGIES: Integrated Ideas
Six Trait Writing
Cooperative Learning

Pre-Reading Activities

(To be used before reading the book to students)

Activity: KWL Chart

Materials: Chart paper
Along the Santa Fe Trail: Marion Russell's Own Story, by Marion Russell
and adapted by Ginger Wadsworth

How to...

- *On a large piece of chart paper that is divided in three columns, write the letter 'K' in one column, 'W' in the middle column and 'L' in the last columns.
- *Starting with the 'K' (meaning, what do I know about The Santa Fe Trail), have the students list all that they know or think they know about The Santa Fe Trail. When this column has been completed and discussed go to the 'W' column.
- *The 'W' column should list what the students want to know about The Santa Fe Trail.
- *Leave the chart up in the room to use later at the end of the unit where you will write in the 'L' column showing what the students learned about The Santa Fe Trail.
- *Use the information in the 'K' and 'W' columns to guide you in your teaching of the unit. Use the information in the 'L' column to assess whether the students broadened their thinking and knowledge about The Santa Fe Trail.

State Language Arts Curriculum Standard:

Standard 1: Reading: Learners demonstrate skill in reading a variety of materials for a variety of purposes.

Benchmark 4: The proficient reader uses what he/she already knows about the topic and the type of text to understand what is read.

Indicator 5: The students will understand and use strategies which may include KWL, adapting reading depending on narrative or expository text and draw on past experiences to make connections to the text.

Pre-Reading Activities

When building this unit, it was our intent not to read the book completely through until the end of the unit. We would like for the students to experience the book. We felt this could be done by reading parts of the book and then using the teacher's manual and site information within the manual to explore and live the ideas around the area read about. Below is an idea of how we thought this might help the story come alive. As you read this manual you will see where we suggest to read out of the book, and where we would like for you to experience out of the manual. The activities in this manual are meant to be practiced in sequence. Use your own discretion and creative ideas as to how you think your children can experience this journey. This is just an idea and suggestion. As we all know, each of us is creative in our own way and every class offers something different. The intent is to have fun and truly live and experience the Santa Fe Trail so as to make the learning more real for the students.

Overview: Tell the students, "We're going on a trip to learn about travel long ago. We will experience travel through Kansas in the 1800's on the Santa Fe Trail. Our experiences will come from Marion Russell's life." Preview the book, Along The Santa Fe Trail, with the students. (Do not read the book to them yet). Use this time to look at the pictures and do some predicting.

Just an idea: Tape record the story as if you were Marion Russell telling the story. For example: She reads pages 1-4 and then tells the class to experience with their teacher activities planned with the Prairie Village Ruts Site. Read information to the students from the Site Information portion of the teachers manual.

Pre-Reading Activities

Activity: Make a diary.

Materials:

- *several sheets of handwriting/notebook paper
- *brown packaging paper
- *hole puncher
- *yarn

How to...

- *Cut a piece of brown packaging the paper 2-3 inches longer and wider than 2 notebook pieces of paper laying side by side.
- *Fold the brown paper in half lengthwise.
- *Put 5-10 pieces of notebook/handwriting paper inside the folded brown paper.
- *Mark where the holes are in the notebook paper and put holes in the brown paper.
- *Tie together with yarn to hold cover onto the paper.
- *Have the students title their diary and place their name on the cover. The title can be a class decision or a student decision.

State Language Arts Curriculum Standard:

Standard 2 Writing: Learners write effectively for a variety of audiences, purposes, and contexts.

Benchmark 2: The proficient writer uses authentic and appropriate voice.

Indicator 1: The students incorporate their own personalities into writing pieces.

(continued on next page)

Language Arts State Curriculum Standard:

Standard 1 Reading: Learners demonstrate skill in reading a variety of materials for a variety of purposes.

Benchmark 4: The proficient reader uses what he/she already knows about the topic and the type of text to understand what is read.

Indicator 1: The students apply predictable patterns to understand text.

Standard 2 Writing: Learners write effectively for a variety of audiences, purposes, and context.

Benchmark 1:A proficient writer uses ideas that are well developed, clear and interesting.

Indicator 2: The students organize a writing piece around one idea.

Benchmark 2: The proficient writer uses authentic and appropriate voice.

Indicator 1: The students incorporate their own personalities into writing pieces.

Benchmark 3: The proficient writer uses organization that enhances the reader's understanding.

Indicator 1: The students write a cohesive paragraph with at least three sentences.

Benchmark 6: The proficient writer uses Standard American English conventions.

Indicator 1: The students write complete sentences.

Indicator 2: The students capitalize proper nouns and the beginning of sentences.

Indicator 3: The students use correct ending punctuation.

Benchmark 8: The proficient writer uses writing as a tool for learning throughout the curriculum.

Indicator 1: The students write notes and journals to record information including friendly letter, taking notes for research, and presenting information in writing.

(continued on the next page)

Pre-Reading Activity

Activity: Predicting in our Diary

Materials: *Teacher directed questions
*Diary (previous activity)

How to...

The students will write in their diary responses to the following questions as a way of predicting experiences they may have on the Santa Fe Trail. The students will follow a letter writing format for each journal entry.

Date of entry,

Dear Diary,

(Alternative for students with special needs: Choose 2 questions to answer)

1. *What will you see, hear, feel, taste, and touch during your journey on the Santa Fe Trail?*
2. *Who will you meet?*
3. *How will you get there?*
4. *When will you get there?*
5. *Why are you going?*

*Closing,
Signature*

(continue on next page)

Standard 2 Writing: Learners write effectively for a variety of audiences, purposes, and contexts.

Benchmark 8: The proficient writer uses writing as a tool for learning throughout the curriculum.

Indicator 1: The students write notes and journals to record information.

Standard 2 Writing: Learners write effectively for a variety of audiences, purposes, and contexts.

Benchmark 9: The proficient writer uses a variety of modes of writing for different purposes and audiences.

Indicator 1 The students will write descriptive pieces, which may include poetry, journal entry, and learning log.

Language Arts State Standard 2 Writing:

Benchmark 9: The proficient writer uses a variety of modes of writing for different purposes and audiences.

Indicator 1: The students write descriptive pieces, which may include poetry, journal entry, and learning log.

Pre-Reading Activity

Activity: The Map of Kansas

Materials: *A large scale map of Kansas with the Santa Fe Trail marked across it.

*1 copy per student of the map found on resource page 89 in the teacher's manual.

How to...

1. Introduce a large scale map of the Santa Fe Trail to the class. Discuss its beginning and its end. Explain to the students that as we read we will plot each station onto the map and keep track as a class where we are.
2. Give the students a copy of a blank map of Kansas with the Santa Fe Trail marked on it. The students will paste this into the front cover of their diary. As we read, the students will plot on their map where we have been.

State Geography Curriculum Standard:

Geography Standard: The student demonstrates an understanding and working knowledge of the spatial organization and relationships among people, places, physical and cultural environments, and the effects of these interactions in an interconnected world.

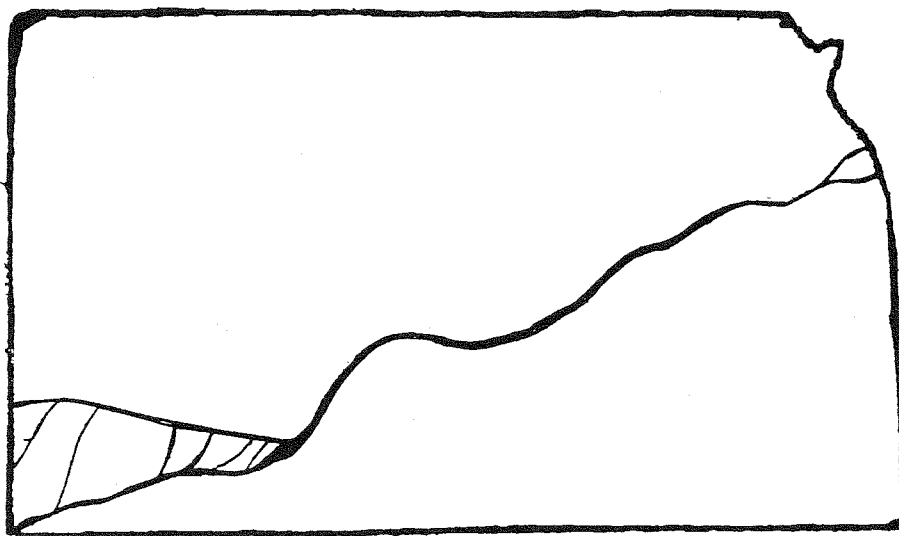
Benchmark 1: Maps and Location: Students use maps and other geographic representations, tools, and technologies to locate and use information about people, places, and environments.

Indicator 4: The student analyzes the locations of places and suggests why particular locations are used for certain human activities.

Indicator 5: The student uses grid system to locate places on maps and globes.

Indicator 6: The student uses map legends, scale and distance to answer geographic questions.

TRAVEL THE SANTA FE TRAIL TO KANSAS KIDS FITNESS DAY



Pre-Reading Activities

Activity: Our Needs on the Covered Wagon

Materials: *Poster-sized covered wagon
*pictures from newspapers/magazines of foods, utensils, clothes, tools and other life-giving necessities.

How to...

1. Hang a poster of a covered wagon on the wall for the students to see.
2. Brainstorm with the students the needs that we will have on this journey. Tell the students that we are packing for this trip and can take only those things that are necessary. All of our basic needs have to be met. Give the students an idea of what our basic needs are: safety, food/water, shelter, clothing, health, entertainment. Discuss the weight of importance each has and that we pack according to that weight.
3. Pass out newspapers/magazines to the students and direct them to choose items that will be necessary to meet our basic needs.
4. After the students have chosen items have them come up one by one to place their pictures under each classification of need. When the activity is completed, discuss if these items would satisfy us on our long journey.
5. Paste the pictures onto the covered wagon. Label them for future writing purposes.
6. Keep this poster up in the room for the students to refer to as we read the story and take our journey.

State Kansas History Curriculum Standard:

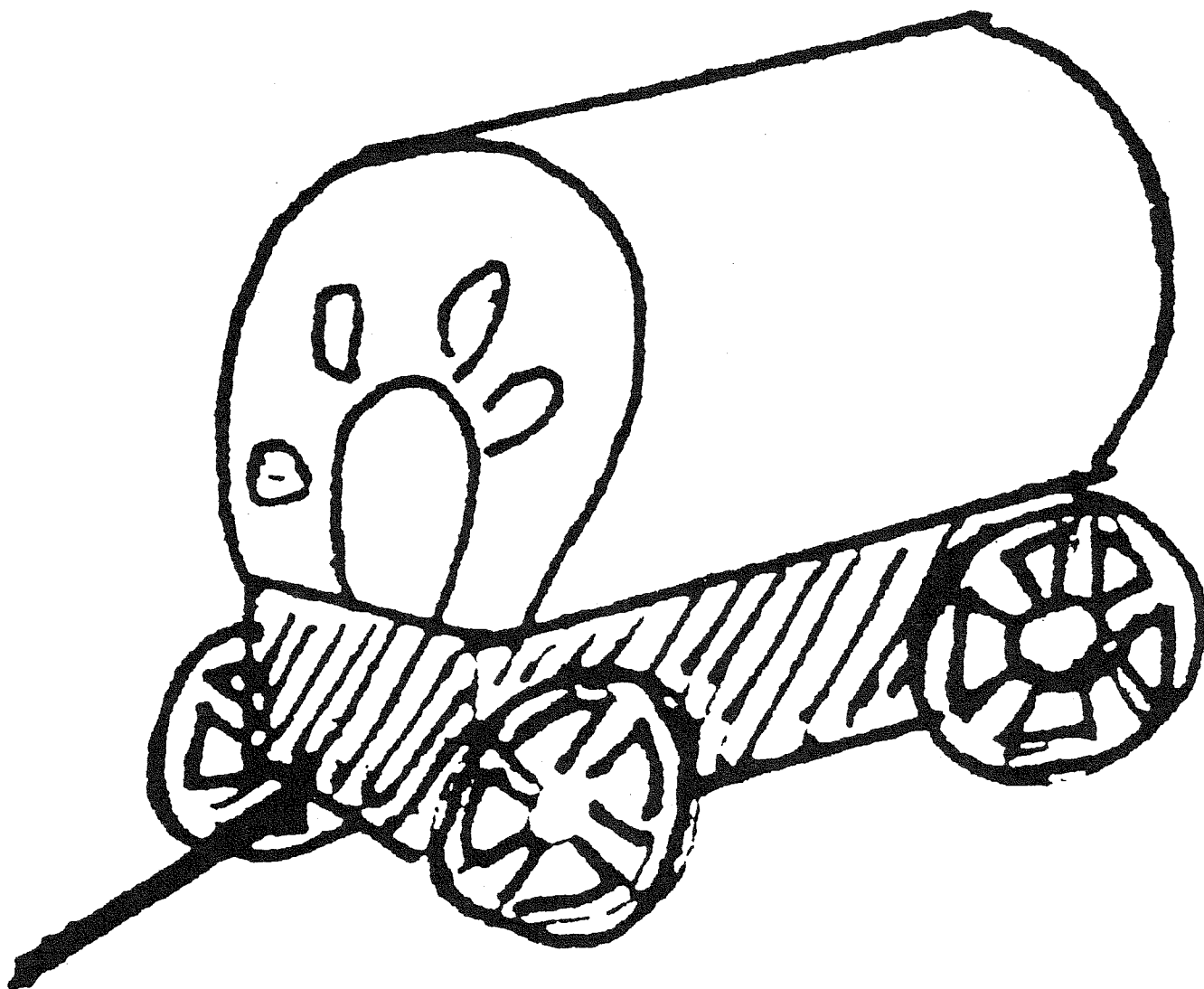
Kansas History Standard: The student demonstrates a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 4: The student will understand the impact of exploration and westward migration upon the history of Kansas.

Indicator 4: The student evaluates what was necessary to pack in the wagon for a trip on the Santa Fe Trail. (determine want vs. need)



AN ARMY TRAIN CROSSING THE PLAINS
Harper's Weekly, April 24, 1868



Pre-Reading Activities

Activity: Begin reading the story Along the Santa Fe Trail: Marion Russell's Own Story.

Materials:

- *Along the Santa Fe Trail: Marion Russell's Own Story
- *bonnets for girls
- *hats for the boys

How to...

1. Arrange the students' desks in the classroom as if the students were on a covered wagon. Have the students listen to you read as if they were experiencing the trip firsthand. Make hats/bonnets for the students to wear. (Do this each time you read or work on this activity.)
2. Begin reading by reading pages 1 - 13 to the students. Stop at "...death sometimes came."
3. Using diary, have the students log (in letter form) an answer to some of the questions that are on the following pages. Have the students answer in complete statements as if they were telling about the topic from their own experience. Spend a few days writing about different questions so as to cover the pages that have been read out loud to the students thus far.
4. Stop reading and go to the first station, **Prairie Village**. See page 6 of the teacher's manual.

(See State Standards at the end of vocabulary.)

Santa Fe Trail Stations

Do the activities for the following locations. See the teacher's manual for the activities for these stations.

McGee Harris Stage Station - Burlingame, Kansas

Council Grove - 145 miles from Independence in Council Grove

Diamond Springs - Morris County, southwest of Council Grove

Ralph's Ruts - 4 miles west of Chase

Fort Larned - Larned, Kansas

(After you do these activities you will read from page 14 on until you reach the Cimarron Cutoff.)

Reading Activities

Ideas for diary entries to develop listening comprehension.

See page 15 of Reading Activities

page 4

After a few days, where did they sleep?
How did they get started back on the trail?
What pulled the wagons?

page 5

What did Mom do while on the wagon?
What cooking supplies were used?
Who was in charge?
How old was Will?

page 6

How old was Marion?
What would Marion do during the trip?
What kind of lunches do you think they ate?
What routine did they follow at noon?

page 8

How long in the day would they travel?
What does this mean? "...rippled like a silver sea in the sunshine..."
"...sea of grass..."
What are buffalo trails? Explain.
What is it that buffalo know that makes them smart animals?

page 9

What did they do during thunderstorms? (simulate it)
What does this mean? "...Always we saw our storm, a tattered beggar,
limping off across the distant hills..."

page 10

How did they arrange their wagons at night? (simulate)

page 11

What is no-man's land?

What games did they play?

What did the men watch out for at night?

page 12

What did they do for entertainment?

What noises could be heard at night?

Where did Marion and her family sleep?

page 13

Why did they carry valuables on the wagons?

What were some of the dangers, threats, and needs on the trail?

What did they always need?

Name some animals seen on the trail.

Name some of the nature and scenery that was seen on the trail.

How long were they at Pawnee Rock?

How long were they at Camp Macky?

Reading Activity

Vocabulary

A suggestion of words that can be used for Spelling and Vocabulary. The students can integrate dictionary skills, language skills, spelling skills with these words.

page 2	cholera broke camp
page 3	to ward off
page 4	astir
page 5	perilously boundless
page 6	halt
page 8	instinctively wallows lagoons depression
page 9	sought drenching kindling wagon tongue
page 10	circular

State Language Arts Curriculum

Standard 1 Reading: Learners demonstrate skill in reading a variety of materials for a variety of purposes.

Benchmark 1: The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.

Indicator 1: The students understand basic message of text.

Indicator 4: The students identify details to support their understanding.

Indicator 5: The students identify author's purpose.

Indicator 6: The students connect predictions with information read.

Prairie Village Ruts

Diary Entry

- *Log-in diary (starting with this activity)
- *Plot location on map (in diary and on class map)
- *After completing study of Prairie Village Ruts, students will free write in their diary using information they've learned about the trail.

Teacher: read site information about this trail (found in teacher manual)

Language Arts:

Activity:

Appendix A Activity - Logging information about the trails

Materials:

Appendix A Log found in the back of the teacher manual (1 for each student) (See the next page of this unit for copy)
Site information from teacher manual to be read and discussed with the students.

How to:

1. Place a copy of Appendix A into diary of each student.
2. Have the students begin recording information in this log. Include the following information: date, the name of the station, and the location of the station. This will be an ongoing activity that the students complete at the end of each station study.

State Curriculum Standards:

Language Arts: Standard 2 Writing: Learners write effectively for a variety of audiences, purposes, and contexts.

Benchmark 6: The proficient writer uses Standard American English conventions.

Indicator 2: The students capitalize proper nouns and the beginning of sentences.

TRAVEL THE SANTA FE TRAIL TO KANSAS KIDS FITNESS DAY

APPENDIX A

Travel Log

_____ Name

DATE	STATION	LOCATION

Prairie Village Ruts

Math

Activity:

Problem Solving: Problem of the Trail

Materials:

Paper

Crayons

Pencil

or hands-on manipulatives of paper dolls or toys.

How to:

1. Write this problem solving situation on the board:

You are packing your trunk for the trip.

You have 3 shirts and 2 pants. How many different outfits can you wear?

Answer: 6 different outfits

2. Have the students draw or use hands on manipulatives to figure out the answer.
3. Have the students put the problem in their diary with the answer to the problem.

State Curriculum Standards:

Mathematics: State Standard Application (Performance)

Benchmark: Problem Solving

Indicator:

- *find one reasonable and plausible solution to a given problem.
- *demonstrates the understanding of problem situations.
- *identifies, discusses, or chooses one or more strategies which can be implemented in order to find a solution to a given problem situation.
- *implement one or more strategies in order to find a solution to a given problem situation.

Prairie Village Ruts

Social Studies Activity:

Supply/Demand with water

Materials:

Acting out situation:

Knowing that 1 train has a lot of water - another train has no water. In your group discuss and determine a solution to the problem. Half of the group has water and the other half of the group does not have water.

How to:

1. Divide the students into groups of 4 -5.
2. Give the acting out situation from above to the groups.
3. Without any other information, have the students use 5 minutes to provide a solution.
4. Meet together as a class and have a student from each group present their solution.
5. Discuss differences and similarities in their solutions.
Discuss fairness, problems that arose in discussion and how they felt about it.
6. In whole group, discuss with the students that this is SUPPLY and DEMAND. Brainstorm a list of other items today that illustrate SUPPLY and DEMAND.

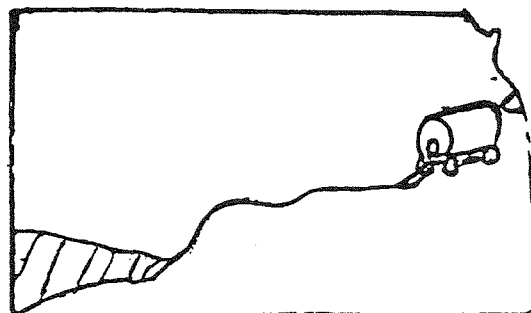
State Curriculum Standards

Economics Standard: Learners demonstrate an understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

Benchmark 2: The learner will understand the U.S. Economic System (Market Economy)

Indicator 3: The student gives examples that illustrate the effect of supply and demand on prices.

MCGEE-HARRIS STAGE STATION



Site Information:

In 1825 when George Sibley set out to survey the Santa Fe Trail he described the creek located 110 miles from Fort Osage as having a narrow strip of timber on each bank. This creek became known as 110 Mile Creek. The site provided a good campsite where grass, wood, and water were available without too much trouble. The fact that many wagon trains took advantage of this is evident from the number of times the location is mentioned in the diaries and journals of those traveling the Santa Fe Trail.

In the early 1850s Samuel Cornetzer built his house and farm at this spot. Cornetzer had worked as a laborer at the Methodist Mission where he met and married one of the Shawnee students from the mission. In the fall of 1853 a mail party from Santa Fe described the houses as well built and the people as being in poor health. The following summer Fry McGee bought this land. While operated by McGee and his son-in-law, W. D. Harris, 110 Mile Creek became a location to stock up on supplies, repair wagons, and meet up with fellow travelers. McGee farmed roughly seventy acres.

The 110 Mile Creek Crossing is often referred to as the McGee-Harris Stage Station. After buying the land McGee made this stop along the trail even more important. In McGee's four room house two of the rooms were used by travelers. During the winter the floor was often filled with men sleeping before the fire place on buffalo robes. The Santa Fe mail came through twice a month carried on a stage coach. The stage made an overnight stop at 110 Mile Creek where passengers would eat and spend the night. The length of the south side of

McGee-Harris Stage Station

the house was a kitchen and dining area. The fourth room was used by McGee and his wife as bedroom and sitting room.

A number of other buildings and improvements could be found on the grounds. On the north side of the trail stood several log cabins, a store, and a blacksmith shop. The stage station became one of the first post offices along the trail. Letters were handed in and out of the post office through a heavily barred door. Fry McGee was the first postmaster. A toll bridge built of logs crossed the creek and travelers paid a toll of \$.25 per wagon to use it. Those choosing not to pay the toll needed to ford the creek which was known as somewhat difficult to cross. For several years a horse powered saw mill was operated at the time. Following the death of Fry McGee his son-in-law, W. D. Harris operated the station until 1866 when this segment of trail closed.

The McGee-Harris Stage Station was known as a place where some of the border ruffians stayed. Fry McGee is in fact referred to in 1854 as the "leader and recognized head of the pro-slavery element" in that area. While his role as the leader may be questioned McGee was in fact an active pro-slavery supporter. Rumors that have never been proven are that many travelers with money who stopped at the station never left and that a secret tunnel led from the inn to the river bank.

Today:

The 110 Mile Creek Crossing, also known as the McGee-Harris Stage Station was located just south of where US 75 and highway 56 cross south of Carbondale and east of Burlingame. In the late 1920s many of the buildings on this site were torn down because of "the constant rush of sight-seeing visitors." Today only the foundations of a couple of buildings remain. This site is on privately owned land.

Location:

The McGee-Harris stage station is about 1 mile south of US Highway 56 on the east bank of 110 Mile Creek and east of Burlingame, Kansas. This site is on privately owned land.

Interesting Facts:

In 1846 Susan Shelby Magoffin traveled the trail as a new bride with her husband, an experienced Santa Fe trader. As the wife of a well to do trader Susan Shelby

Magoffin's journey down the Santa Fe Trail was a bit more pampered than most. Camp No. 5. At the 110 mile creek, 95 miles from Independence.

"Tonight is my fifth en el campo (in camp)...The camping place tonight is near a creek, which at present is quite small...Took a little walk this evening while they were fixing the tent...We find some beautiful roses-quantities of wild pinks...Of roses there are many quantity. Now at my tent door there are two bushes one on either side, and inside nearly all the way from the head of my bed to the door are bushes with full blown roses, bursting and closed buds. It is the life of a wandering princess, mine..." (Drumm p.10)

In 1858 on "September 20th. We nooned to-day at 110 Creek. The trail is as smooth and as well-worn as a city street." David Kellogg's Diary (Simmons, p. 55)



"SADDLE UP" - Drawn by Frederic Remington
Harper's Weekly, Sep. 4, 1886

McGee -Harris Stage Station

Diary Entry

- *Log -in diary
- *Plot location on map (in diary and on class map)
- *Read to the students information from Site Information found in teacher manual

Language Arts

Activity:

Listen to site information from McGee-Harris Stage Station
Pre-write and write a paragraph about a particular topic

Topic:

*After traveling many days you are hungry, thirsty,
and tired. What would make a good camp
on the Santa Fe Trail?*

Materials:

Each student needs their diary

How to...

1. Read to the students site information from McGee-Harris Stage Station.
2. After reading and discussing, pre-write with the students brainstorming ideas of what would make a good camp.
3. Build a web showing your pre-writing ideas on paper.
4. Giving the students the topic above, have them write a 5 sentence, cohesive paragraph.
5. Give the students time to write, respond, edit and publish their writing.
6. Publish could be posting on the wall and/or reading aloud to the class.

State Curriculum Standards

Language Arts Standard 2 Writing: Learners write effectively for a variety of audiences, purposes, and contexts.

Benchmark 5: The proficient writer uses clear and fluent sentences.

Indicator 1: The students write complete, related sentences.

Benchmark 6: The proficient writer uses Standard American English conventions.

Indicator 1: The students write complete sentences.

Indicator 2: The students capitalize proper nouns and the beginning of sentences.

Indicator 3: The students use correct ending punctuation.

Indicator 5: The students use correct spelling of commonly used words chosen by local district.

Benchmark 7: The proficient writer uses a writing process that includes preparation, drafting, revising, editing, and publishing to produce a written document.

Indicator 1: The students select an idea on which to write.

Indicator 2: The students organize a writing piece around one idea.

Indicator 3: The students organize a draft with beginning, middle, and end.

Indicator 4: The students revise their writing with assistance focusing on the content.

Indicator 5: The students edit for conventions such as capitalization, end punctuation, and spelling.

Indicator 6: The students write a final copy that is neat and on the lines.

McGee-Harris Stage Station

Math Activity:

Problem of the Trail: How many different ways could you arrange 12 mules to pull your wagon? Draw a picture of ALL the different arrangements. Which one would be the most likely way that the traders used?

Materials:

paper
pencil
Problem of the Trail

How to...

1. Provide the students with The Problem of the Trail
2. Give the students time to work and draw their solutions by themselves or in groups.

State Curriculum Standard

Math Standard Application (Performance)

Benchmark: Problem Solving

Indicator: The students find one reasonable and plausible solution to a given problem.

Indicator: The students demonstrate the understanding of problem situations.

Indicator: The students identify, discuss, or chose one or more strategies which can be implemented in order to find a solution to a given problem situation.

Indicator: The students implement one or more strategies in order to find a solution to a given problem situation.

McGee-Harris Stage Station

Social Studies Activity:

Plot trails on a recent map of Kansas

Use map symbols such as map legend, scale, distance and compass rose.

Materials:

Recent map of Kansas with symbols

Wagon trail stick pins

Diary to check logs

How to...

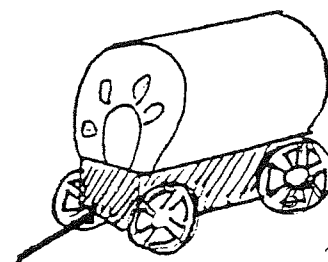
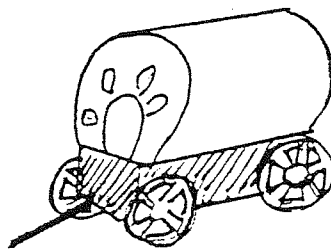
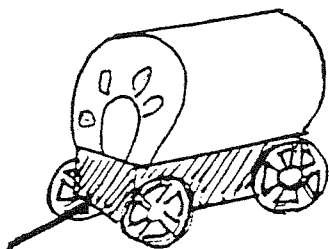
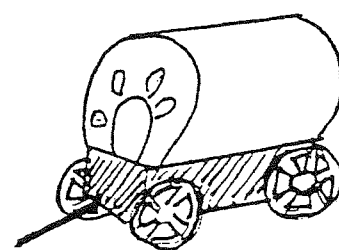
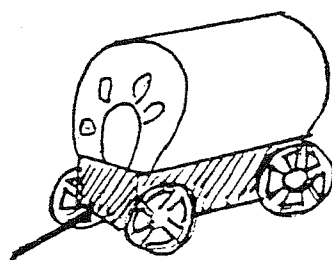
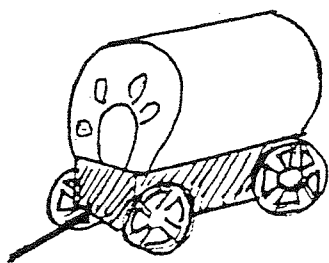
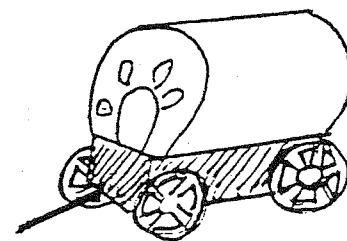
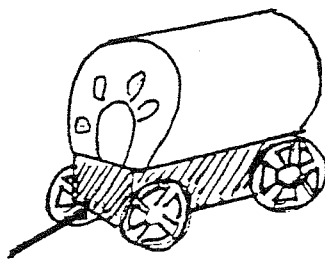
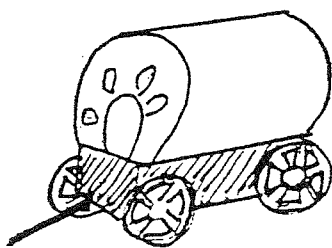
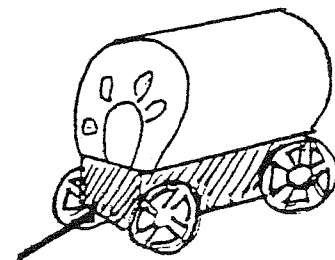
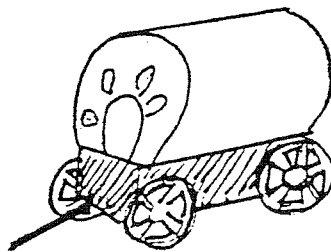
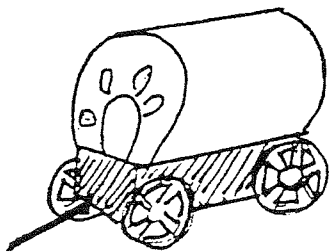
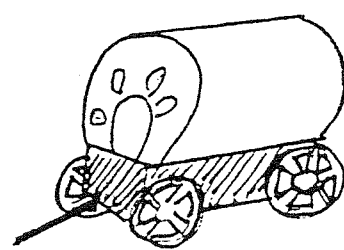
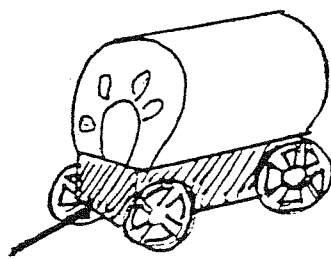
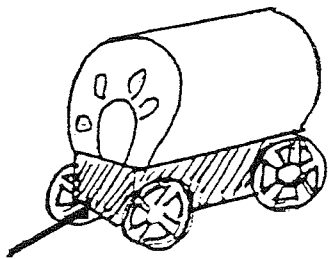
1. Display a recent map of Kansas for all students to see.
2. Plot on the map, with the students help, all the locations visited thus far. Use a wagon train stick pin with the name of trail on the pin to mark areas found.
3. Use the map to teach about map legend, scale, distance and compass rose.
4. Use this information to check for accuracy on the diary log.
5. Check for understanding by having the students use the same map to write future information in diary logs.

State Curriculum Standards

Geography Standard: The student demonstrates an understanding and working knowledge of the spatial organization and relationships among people, places, physical and cultural environments, and the effects of these interactions in an interconnected world.

Benchmark 1: Maps and Location: Students use maps and other geographic representations, tools, and technologies to locate and use information about people, places, and environments.

Indicator 6: The student uses map legends, scale and distance to answer geographic questions.



McGee-Harris Stage Station

Social Studies Activity:

Make a diorama of the ideal Santa Fe Trail camp.

Materials:

Shoe box for each student
Art materials
glue, tape, etc...

How to...

This lesson should be done after the first McGee-Harris Stage Station Language Arts Activity is completed.

1. Based on what was written in the students "Good Camp" paragraph, build a 3 dimensional camp using a shoe box as the basic perimeter, filling in with art supplies to give it dimension.
2. Name your camp.
3. Display your camp to compare your ideas with other students' ideas.
4. Display the paragraph written about your camp with this diorama.

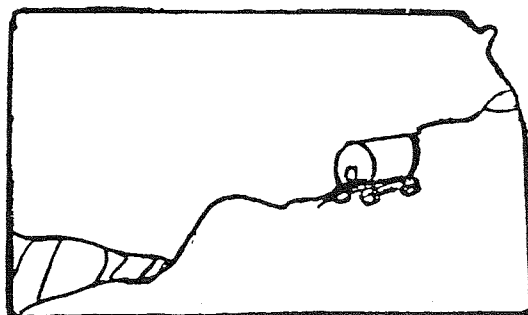
State Curriculum Standard

Geography Standard: The student demonstrates an understanding and working knowledge of the spatial organization and relationships among people, places, physical and cultural environments, and the effects of these interactions in an interconnected world.

Benchmark 1: Maps and Location: Students use maps and other geographic representations, tools, and technologies to locate and use information about people, places, and environments.

Indicator 4: The student analyzes the locations of places and suggests why particular locations are used for certain human activities.

Council Grove



Site Information:

Council Grove received its name as the location where an 1825 treaty with the Osage tribe was negotiated. This treaty promised safe passage of Santa Fe Trail traffic through the Osage hunting grounds.

Most wagons reached the Neosho River crossing at Council Grove after about ten days on the trail. A quantity of hardwood trees could be found on the shores of the river. This first leg of the trip was a time for the travelers, teams, and equipment to get adjusted to life on the trail. Council Grove also served as a rendezvous spot for many on the Santa Fe Trail. Here individual wagons or small groups of wagons would organize into a larger caravan for safety as they continued their journey along the trail. Once organized into a larger caravan they would elect a captain, other officers, and agree on a set of military-style rules.

While at Council Grove those traveling the trail often took time to rest, wash clothes, repair their wagons, write letters, and generally take a break from their travels. Some wagons took timbers from the last hardwoods they would see along the trail. These were tied under the wagons to be used to repair axles or other wagon parts that broke while on the trail. Some of these timbers traveled in this fashion to Santa Fe and back again. An oak tree with a hole at its base was used as a "post office" from the 1820's to 1847. Letters placed in the tree by those going west were picked up by those going east, and vice versa. In 1847 Seth Hays arrived in Council Grove to establish a trading post with the Kaw. This trading post replaced the post office oak as the place to mail letters in Council Grove. Other stores opened to trade with those traveling along the trail. In 1850 a mission for the Kaw children was built in Council Grove.

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Council Grove

Council Grove is a site mentioned in many of the journals and diaries of those who traveled the Santa Fe Trail. It is interesting to note that this area is often referred to as a dividing place or a point of change on the trail. Travelers saw it as the end of civilization or as a point of change on the trail. Travelers saw it as the end of civilization or as a point where the land features began to change noticeably.

Today:

Council grove remains a town that is well aware of its importance in the history of the Santa Fe Trail. Guides for the self-guided walking tours of places related to its Santa Fe Trail history are available. Seth Hays' trading store, the Frame Store, is currently in use as the Hays House Restaurant. Some of the original timbers are still visible in the basement. The Kansas State Historical Society operates an historic site in one of the Kan Mission building.

Location:

This location is comprise of several individual sites: Council Oak, Post office Oak, Neosho River Crossing, Frame Store, Kaw Mission, Last Chance Store, and the Conn Stone Store.

Interesting Facts:

In 1846 "Council Grove, 145 miles from (Independence). Friday [June] 19th. Camp No. 9. We are now at the great rendezvous of all the traders. Council Grove may be considered the dividing ridge between the civilized and barbarous..." Diary of Susan Shelby Magoffin (Drumm p.16)

In 1846 "July 8...Council Grove being a noted spot, we looked for a shady grove on an elevated spot; but it is nothing more than the belt of trees which borders the Neosho river here, and all lies in a low bottom. The belt is perhaps a mile wide and the trees (some of them) large, with very little undergrowth where the road passes."(Journal of Abraham Robinson Johnston, a soldier with the regular army.)

In October of 1852 a small part of three carriages and three baggage wagons traveled west on the trail carrying the newly appointed agent for the Mescalero Apaches to Santa Fe. The day they left Council Grove they encountered a tremendous rain storm. The mules refused to face the storm, turned their tails to the wind and stopped short. They had to make their camp on the prairie with

no wood for fires. Letter of Dr. Michael Steck (Simmons p. 21)

In 1858 "...and four miles more to Council Grove. This place on the Neosho river...may now be considered as the outpost of civilization in this direction; for, although houses will be found at various points beyond, this is the last post-office, and the last store at which a full assortment can be found." William Parson's guidebook to the Pike's Peak goldfields.

Council Grove

Language Arts Activity:

Write a letter telling why you are excited to be in Council Grove.

Materials:

Handwriting paper
Letter writing format for students to follow
Site information about Council Grove
Background information about previous travel getting to Council Grove

How to...

1. Discuss previous activities from book on their hardships getting to Council Grove.
2. Discuss what they would look forward to at the Council Grove camp and why.
3. Read site information about Council Grove. Pay close attention to the detail of them writing letters and placing them in a tree for pick up.
4. Teach the students the format used in writing a friendly letter.
5. Instruct the students to write a friendly letter to a family relative or friend describing why they are so excited to be in Council Grove.
6. Place the letters in the room somewhere (as a place of pick up) to be sent to their relatives.
7. If time and resources allow, give the letters to another class to answer so the students will receive a response from their letters.

State Curriculum Standard

Standard 2 Writing: Learners write effectively for a variety of audiences, purposes, and contexts.

Benchmark 8: The proficient writer uses writing as a tool for learning throughout the curriculum.

Indicator 1: The students write notes (friendly letter) and journals to record information.

Council Grove

Math Activity:

Build a wall quilt using symmetrical design

Materials:

6 x 6 inch squares of construction paper(1 per student)

Pattern Blocks

Crayons or markers

Construction paper (solid color) strips to add a border to the quilt

How to...

1. Give each student a 6 x 6 square of construction paper.
2. Have the students make a design on one half of the square.
3. Have the students copy the same design in a symmetrical manner using the same shape, color and design on the other half.
4. Color the designs.
5. Place all the squares together on the wall to make a wall quilt.
6. With strips of solid construction paper, add a border to the wall quilt to finish it off.

State Curriculum Standard

Math Standard Geometry

Benchmark: Geometric Figures and Their Properties

Indicator: The student uses appropriate technology, manipulatives, or drawings to recognize and investigate properties of geometric figures.

Indicator: The student recognizes or describes the following geometric figures: circle, square, rectangle, triangle.

Indicator: The students recognizes or describes similar and congruent figures.

Council Grove

Social Studies Activity:

Discuss the concept of the cost to the benefit of making a choice. (Cause/Effect)

Relate examples of everyday life.

Use a T-chart

Materials:

A large scale T-chart to use for class brainstorming

T-chart on a paper for students to do final project

How to...

1. Introduce the concept "cost to the benefit of making a choice" by relating the cost of fixing a wagon (time) to giving the benefit of saving time.
2. Relate other examples to their everyday life. For example: the cost of doing their homework (time) to giving them the satisfaction and good feeling of being responsible.
3. Use a T-chart to show the students' examples given by the class. Brainstorm many ideas using this chart.
4. In small groups have the students come up with an example of their own cause/effect idea.
5. Share with the group.
6. Independently, using a T-chart of their own, have the students list 5 examples of their own that would relate to their school life, home life, and social life.
7. Post the T-charts in the room and have the students share these ideas with the class.
8. Discuss how these could also be goals the students may be working on achieving.



INDIAN LODGE AT MEDICINE CREEK, KANSAS—SCENE OF THE LATE INDIAN PEACE COUNCIL—SKETCHED BY J. HOWLAND
Harper's Weekly October 16-26, 1867

State Curriculum Standard

Language Arts Standard 1: Learners demonstrate skill in reading a variety of materials for a variety of purposes.

Benchmark 1: The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.

Indicator 9: The students identify text organizers such as headings topic and summary sentences and graphic features

Indicator: To aid in comprehension, the student will use these strategies: re-reading, cause/effect, sequence, skimming, compare/contrast and problem solving.

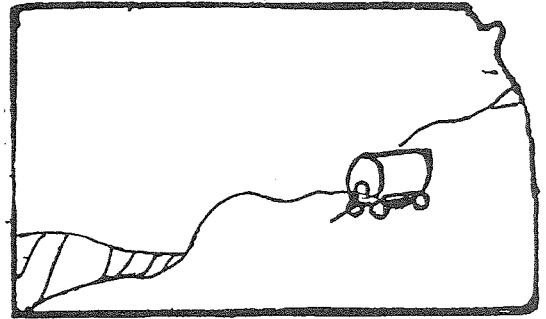
State Curriculum Standard

State Standard Economics: Learners demonstrate an understanding of major economic concepts, issues, and systems of the United States and other nations; and apply decision making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

Benchmark 1: The learner will understand how scarcity of resources requires choices.

Indicator 4: The student compares the cost of the benefit of making a choice

Diamond Springs



Site Information:

This site was a campsite favored by Santa Fe Trail travelers because of the high-quality spring water. It was known during the trail era as the "Diamond of the Plains." A stage station and small settlement grew up here prior to the Civil War, but these were destroyed in a raid by Missouri bushwhackers, led by Dick Yeager, in 1863. The station was never rebuilt, but Diamond Spring continued to be a valuable water source and popular campsite as long as the trail was active in this vicinity.

Today:

Diamond Springs is located in Morris County south of highway 56 and west of 177 near the headquarters of the Diamond Spring ranch. This site is located on private property.

Location:

Near the headquarters of the Diamond Spring Ranch southwest of Council Grove.

Interesting Facts:

In 1856 "There came at last an evening when our tired oxen stumbled to a halt at little Diamond Springs. Water bubbled from the earth as clear and sparkling as a diamond. It came in such quantity that a little stream had its source there. A great stone house stood near by, its windows boarded up, its massive door barred and bolted.

Diamond Springs

Our wagon-master went into a huddle with the drivers and it was decided that on account of the border ruffians and the danger from Indians that we should go into camp at Diamond Springs and stay there until such time as a larger caravan might join us or the Government be induced to send a detachment of soldiers to protect us. Some of the drivers argued against the delay. Many of them were anxious to get to Fort Leavenworth. However, we were guided by the decision of the wagon master.

Mother tried to say that she could not see where we could be in much more danger on the road than in camp; but being a woman no one listened to her. The man said that if we were to be attacked by ruffians or Indians we would have the old stone house in which to seek shelter. One argument led to another and finally it was decided to break the great lock and to enter...

After two weeks at Diamond Springs our food supply began running low, but still the men refused to press onward. Perhaps there is such a thing as mass panic for one evening when the advisability of breaking camp was discussed around the fireplace and a vote was taken most of the men voted to stay where we were. That was the evening mother arose to her small height and announced firmly that she was much more afraid of Old Man Famine than a host of border ruffians. She said she was very anxious to get back to Kansas City and would walk if she could go no other way. The men laughed indulgently at her fearless words, but I knew my Mother meant what she said, and, when another and another day passed and still no mention had been made of breaking camp, I and was not surprised when she awoke me early one morning and told me to dress quickly, as she and I were going to walk to Council Grove. Council Grove being the next stop on the Santa Fe Trail...

Before the sun arose or before anyone was stirring around the camp at Diamond Springs, Mother and I made our way afoot out to the Santa Fe Trail. Autumn was coming and there was a tang in the early morning air. The hazel furze was yellow; there was the buff of honeysuckles and the violet of passion flowers. This was a different world from that of New Mexico with its dim distances and long silences. We walked for a time in silence. All that I thought of was the warm bed I had left in the wagon. I wished that Mother had left me to guard the wagon and taken Will with her...

Council Grove was sixteen miles from Diamond Springs, and we halted only once and that was to eat our lunch in the shadow of a ruined water wheel...I rested and slept for a moment, my head on Mother's spread-out dress skirt. When she

TRAVEL THE SANTA FE TRAIL TO KANSAS KIDS FITNESS DAY

Diamond Springs

awoke me it was with some tenderness, 'We walk on now, my baby.' She steadied me as I walked on beside her...All that I could think of was how tired I was, and how hard it was to keep up with my Mother, who evidently wanted to reach Council Grove before night came and caught us. I tried hard to be as brave and as uncomplaining as my Mother, but the muscles in my slender thighs were twitching with fatigue when we climbed the steps of the store at Council Grove. When the grocery-man there asked me kindly if I was tired, I remember how I burst into tears and how mother had to answer him for me. We stayed that night in the home of the grocery-man where his wife put us to sleep on a great feather bed. As I dropped off to sleep that night I found myself wondering if all the beds in heaven were not duplicates of the grocery-man's big feather one.

Mother awoke me early next morning...Mother said we must hurry, a westbound wagon train was embarking. The driver who rode in a nice top-buggy said we might ride to Diamond Springs...Mother was able to tell the (our) wagon master that she had broke trail as far as Council Grove; that there were no ruffians to hurt him. I also remember that for days I was stiff and sore from my long pilgrimage." *Memoirs of Marion Sloan Russell* (Russell p. 65-71)

Diamond Springs

Diary Entry

- *Log-in diary
- *Plot on map (in diary and on class map)
- *After completing activities in Ralph's Ruts, students will free write in their diaries for 5 minutes about information they learned in Ralph's Ruts.

Teacher Read Site Information about this trail (found in teacher manual).

Language Arts

Activity:

5 sentence paragraph

Materials

paper

How to:

1. Discuss that Marion Sloan Russell walked from Diamond Springs to Council Grove with her mother when she was only 9 years old. Estimate how many miles are between Diamond Springs and Council Grove. (Use the scale on the Kansas map and find out the exact mileage. (About 16 miles)
2. Discuss what Marion might have seen and heard on her walk. Discuss some of the things Marion needed to take on her walk.
3. Students will then write a 5 sentence paragraph that tells what might have happened on that walk.
4. Students will write a rough draft, edit, and a final draft.



State Curriculum Standards:

Language Arts 2 Writing: Learners write effectively for a variety of audiences, purposes, and contexts.

Benchmark 3: The proficient writer uses organization that enhances the reader's understanding.

Indicator 1: Write a cohesive paragraph with at least three sentences.

Benchmark 7: The proficient writer uses a writing process that includes preparation, drafting, revising, editing, and publishing to produce a written document.

Indicator 2: Organize a writing piece around one idea.

Diamond Springs

Math

Activity:

Ordered Pairs game

Materials:

2 copies of Appendix C, markers, small beans
(next page)

How to:

1. This game is for two people. If you know how to play Battle Ship, then you know the rules to this game.
2. Using the grid provided on Appendix C, one person places the spring (a bean) on the grid so that the partner cannot see where it is located. The second player then tries to guess the location of the spring by naming two ordered pairs.
3. The first player then gives a clue to the second player by saying what direction the spring is located in relation to the ordered pairs named by the second player.
4. The game continues until the second player has located the spring. Take turns hiding the spring!

State Curriculum Standards:

Mathematics: State Standard Algebra

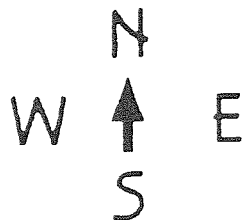
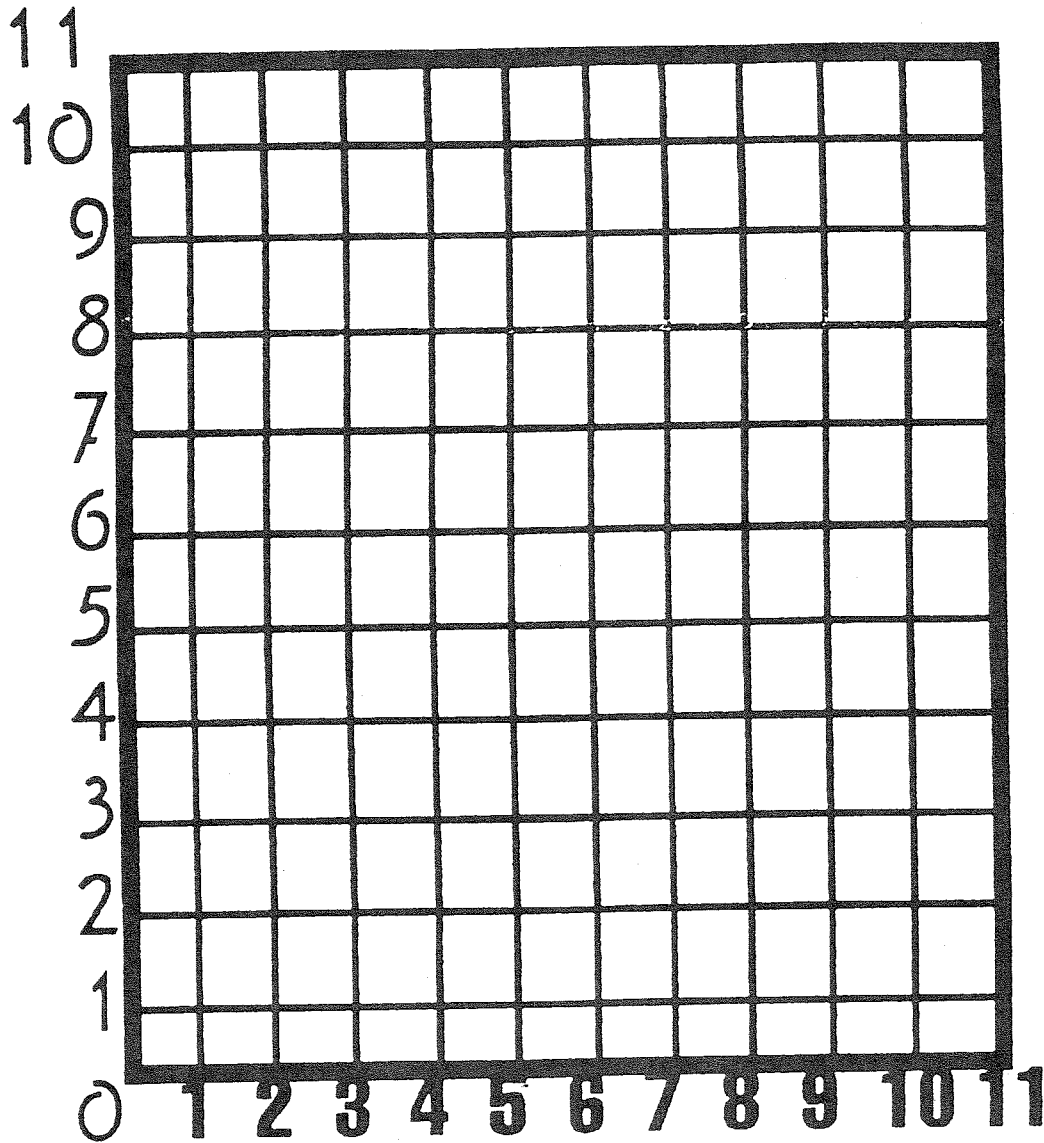
Benchmark: Functions

Indicator:

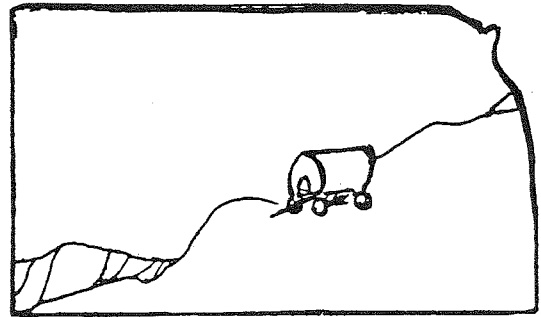
*Uses a function table to find ordered pairs in relationships.

APPENDIX C

Lost Spring



Ralph's Ruts



Site Information:

In 1825 the Santa Fe Trail survey commissioners met near McPherson with members of the Kaw, or Kansa, Indian tribe to negotiate permission for the trail to pass through their lands. The Kaw then lived north of the Kansas River and east of present Manhattan, and the trail crossed only a small segment of their lands. The Kaw Indians were to have gone to Council Grove to meet with the commissioners immediately following the Osage Treaty, but they failed to arrive in time and had to follow the commissioners down the trail. The Indians caught up with the commissioners at Dry Turkey, where the treaty was signed.

For some caravans traveling west water first became a serious concern along this stretch. The names of popular campsites through this region echo this theme: Lost Spring, Turkey Creek, the Little Arkansas River, Cow Creek, and the Big Bend of the Arkansas. As they neared Pawnee Rock the wagon train needed to decide if they wanted to take the wet route running along the Arkansas River or the dry route which cut across a dry stretch of land to approximately where Fort Dodge was located. The dry route was easier to travel but it often had no water.

Today:

The seven parallel trail ruts that make up Ralph's Ruts are some of the finest examples of pristine trail remains any place along the entire Santa Fe Trail. Visitors to this site owned by Ralph Hathaway have easy access, a turnout for parking, and a DAR marker to point out the location. Extending westerly from here, the ruts continue on intermittently for another two miles, where they form the spectacular Gunsight Notch, a ridge worn away by sixty years of commercial and military traffic.

Location:

Ralph's Ruts are located four miles west of Chase and 3/4 miles north of US 56.

Interesting Facts:

In 1851, Katie Bowen accompanied her army officer husband to his new post in Fort Union, New Mexico. "Sunday evening, July 13th...although the wind has been high all day, there has [been] scarcely a drop to breathe, coming all day along within sight of the sand hills forming the banks of the Big Arkansas, the sun pouring down on the white surface, and the wind blowing over it as hot as from a burning furnace. We are encamped tonight at some large holes, giving us good water, although rather warm, and I would give a dollar for a lump of ice as big as a hens egg. We have a large jug covered with flannel and if kept wet, will cool the water pleasantly. We intended making 18 miles today, but the pigs preferred remaining in a mud puddle than going a few miles farther." *Diary of Katie Bowen* (Olva p. 274)

In 1858 "September 26th...The comet has been very brilliant for the last two evenings; it stretches clear across the western sky. The great firebrand and the glittering stars make night seem enchantment and this enchanted land. The night watch passes quickly by as we gaze at the flaming wonder in the heavens..." *David Kellogg's Diary* (Simmons p. 55)

Ralph's Ruts

Diary Entry

- *Log-in diary
- *Plot on map (in diary and on class map)
- *After completing activities in Ralph's Ruts, students will free write in their diaries for 5 minutes about information they learned in Ralph's Ruts.

Teacher Read Site Information about this trail (found in teacher manual).

Language Arts

Social Studies

Activity:

Checklist about Native American Tribes- Kansa and Kaw

Materials:

butcher paper, resources (library books, encyclopedias, etc.)

How to:

1. Divide the class into 4 groups, giving each group a checklist of information to research about Kansa or Kaw Tribe.
2. Students will be given time to research information in the library searching for topics from Checklist.
3. Once the students have all of their information from the Checklist, they will put it on a large sheet of butcher paper. (also stating two resources used)
4. Students will present information and will be graded on a rubric.

State Curriculum Standards:

Language Arts Standard 2 Writing: Learners write effectively for a variety of audiences, purposes, and contexts.

Benchmark 8: The proficient writer uses writing as a tool for learning throughout the curriculum.

Indicator 1: Write notes and journals to record information.

Social Studies Standard Kansas History: the student demonstrates a working knowledge and understanding of significant individuals, groups, ideas, events, eras and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student understands the importance of the experiences of the groups of people who have contributed to the richness of the heritage of Kansas.

Indicator 1: Knows the general location of at least three American Indian nations before Kansas became a territory.

Ralph's Ruts

Language Arts

Social Studies

Activity:

Write a treaty

Materials:

diaries, paper

How to:

1. Discuss "negotiate." What does it mean to negotiate with someone? Students write in their diaries about a time when they had to negotiate with someone over a certain issue.
2. Discuss the kind of deal the Kaw and Kansa Indians negotiated with the United States Government so Santa Fe Trail travelers could cross their land. What was important to both parties?
3. After looking at examples of treaties, in partners, students will write a treaty and present it to the class.

State Curriculum Standards:

Language Arts Standard 1 Reading: Learners demonstrate skill in reading a variety of materials for a variety of purposes.

Benchmark 1: The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.

Indicator 4: Identify details to support their understanding.

Social Studies Standard Kansas History: The student demonstrates a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student understands the importance of the experiences of groups of people who have contributed to the richness of the heritage of Kansas.

Indicator 1: Knows the general location of at least three American Indian nations before Kansas became a territory.

Ralph's Ruts

Math

Activity:

Buffalo Chip Toss Game- Math Computation

Materials:

bean bags, colored tape, chalk

How to:

1. Draw the game board on the cement or on a large piece of tag board using colored tape. With chalk, write values for each part of the bull's eye game board, such as 6, 8, and 4 in each of the three circles. Then, when the bean bag lands in a part of the game board, the player knows how much that turn was worth.

2. Take 3 buffalo chips (bean bags) and toss them one at a time on the game board. If a buffalo chip lands on a line, use the larger number. Add the 3 numbers landed for a total score for that turn.

3. Add the score for that each to your previous total. The first person to 25, or any set goal, is the winner.

State Curriculum Standards:

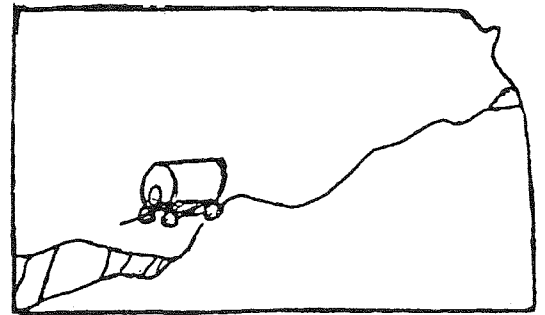
Mathematics: State Standard Number and Computation

Benchmark: Computation

Indicator:

*Uses a variety of computational methods including mental math, paper pencil, concrete materials, and technological tools such as calculators and computers.

Fort Larned



Site Information:

In 1859 the Army established a small post of dugouts and tents along the Pawnee River near the Santa Fe Trail. The Post originally was named Camp on Pawnee Fork, but later was called Camp Alert because of the need to be on guard against Indian raids. The post later was moved and renamed Fort Larned. Fort Larned was located on the dry route between Pawnee Fork and Fort Dodge.

Troops stationed here escorted mail coaches, protected wagon trains along the trail, and patrolled the region. The fort also served as a base for military campaigns during periods of hostility as trail travelers increasingly encroached on lands already occupied by Plains Indians, decimated the buffalo herds on which they depended, and threatened the Indians' very existence. Throughout much of the 1860s the fort served as an agency of the Indian Bureau as the government attempted to find a peaceful solution to the cultural conflict.

Today:

Fort Larned is one of the best surviving examples of a Santa Fe Trail era frontier Army post. The building exteriors and parade grounds are fully restored and furnished in the historic period style. The National Park Service operates Fort Larned as a National Historic Site.

Location:

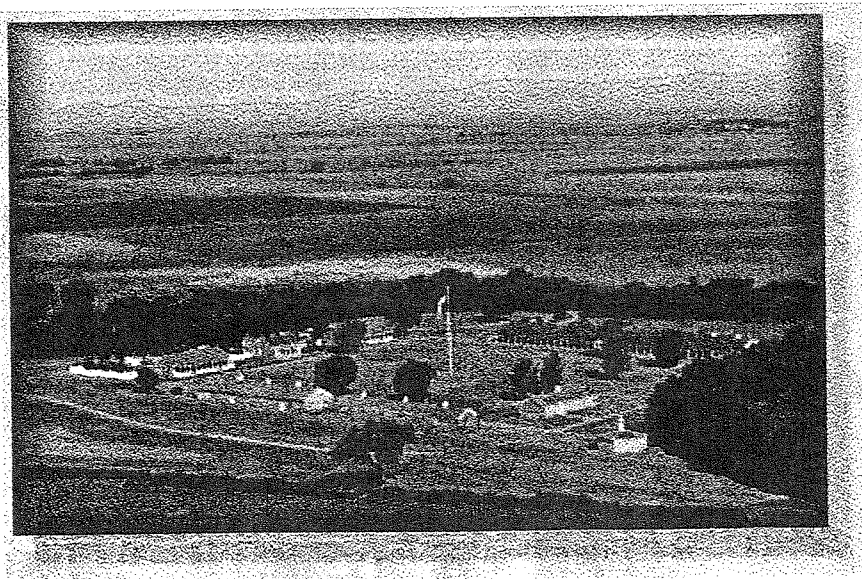
On Kansas Highway 107, six miles west of Larned.

Interesting Facts:

In 1846 near Pawnee Rock "July 16...An express man we sent in advance...was drowned today in Pawnee Fork in attempting to swim it...

July 17. Remained in camp awaiting the falling of Pawnee Fork, which we find high. In the afternoon Doniphan's troops and the infantrymen passed over...by means of our pontoon wagons. The engineers got over this morning on their rafts..."
(Journal of Abraham Robinson Johnston, soldier in the regular army.)

In 1858 "(June) 14...Passed the Indian village of two hundred lodges and eight hundred warriors, Cheyennes, Arapohahoes, with some Camanches and Apaches, about two thousand men, women, and children...I bought a pair of mockasins for my old neck handkerchief." Diary of Augustus Voorhees (Hafen p. 340)



Fort Larned

Diary Entry

- *Log-in diary
- *Plot on map (in diary and on class map)

Teacher reads Site Information about this trail (found in teacher's manual).
Teacher also reads facts about Fort Larned from brochures and other literature requested from the Fort Larned Chamber of Commerce.

Math

Activity:

Problem Solving

Materials:

paper and/or Problem Solving Journals

How to:

1. Every student should have a copy of the problem:

Eighteen wagons, numbered 1-18, are equally spaced around a campfire. What is the number of the wagon directly across from the wagon numbered 6? Draw a picture to show your work.

2. Discuss the question, data, strategy, and answer.
3. Students should work the problem independently.
4. As a class, students will share answers and steps in solving the problem.

State Curriculum Standards:

Mathematics: State Standard Application (Performance)

Benchmark : Problem Solving

Indicator:

- * Find one reasonable and plausible solution to a given problem.
- * Demonstrates the understanding of problem situations.
- * Identify, discuss, or choose one or more strategies which can be implemented in order to find a solution to a given problem situation.
- * Implement one or more strategy.



Fort Larned

Language Arts

Social Studies

Activity:

- *Make a brochure that supports reasons for coming to Fort Larned**
- *Write a 5 sentence cohesive paragraph that supports the information in the brochure.**

Materials:

**materials for making brochure: sample brochures, construction paper, crayons, markers, scissors, glue, magazines
paper**

How to:

- 1. Review Site Information about Fort Larned.**
- 2. In partners, students discuss why they think travelers would be glad to come upon a place like Fort Larned. Discuss how Fort Larned protected travelers along the Santa Fe Trail. (In the early days of the Santa Fe Trail, part of Kansas belonged to Mexico.)**
- 3. Students make a brochure that supports reasons for coming to Fort Larned if traveling along the Santa Fe Trail.**
- 4. Write a 5 sentence paragraph that supports reasons for coming to Fort Larned that were addressed in brochures. (first draft, edit, second draft)**

State Curriculum Standards:

Language Arts Standard 2 Writing: Learners write effectively for a variety of audiences, purposes, and contexts.

Benchmark 3: The proficient writer uses organization that enhances the reader's understanding.

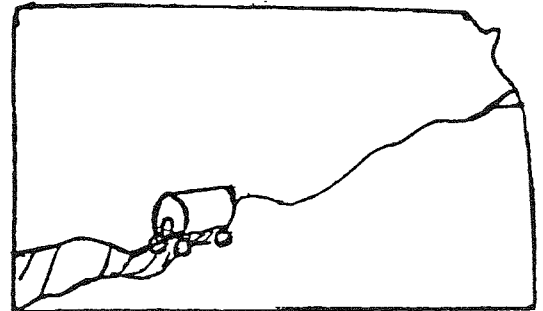
Indicator 1: Write a cohesive paragraph with at least three sentences.

Social Studies Standard Economics: Learners demonstrate an understanding of major economic concepts, and issues, and systems of the United states and other nations; and applies decision making skills as a consumer, producer, saver, investor, and citizen in an independent world.

Benchmark 1: The learner will understand how scarcity of resources requires choices.

Indicator 1: Knows that goods and services are scarce because there are not enough productive resources to satisfy all the wants.

Cimarron Cutoff



Site Information:

As the caravans headed west on the Arkansas River they moved out of the tallgrass prairie and onto the buffalo grass covered plains. There they often found buffalo herds which meant fresh meat to eat. They also faced the decision of which route to take, the Mountain Route or the Cimarron Route.

On his 1821 journey to Santa Fe William Becknell found water along most of his journey. He followed the Arkansas river west and into present Colorado. From there he traveled over the mountains and into New Mexico. Traveling with pack mules made this journey possible. On his second trip in 1822 Becknell brought three wagons. Because of this he could not travel the same route as in the previous year. Instead, he crossed the Arkansas River and headed for the Cimarron River. This route became known as the Cimarron Cutoff.

While the Cimarron Route was shorter it also covered about sixty miles without any reliable water. It was referred to as the Jornada. The route was so dry that wagons left few marks on the hard soil. Some traders lost their way until that part of the Trail was marked by ruts in the wet year of 1834. Landmarks such as Point of Rocks became very important in an area such as this. Point of Rocks (there are several places with this name along the trail) was a mound of earth with a large rocky face protruding on the south. Two of the earliest trading expeditions to New Mexico met here in 1822, one heading to Santa Fe and the other to Missouri.

Several forts were established in the vicinity of present day Dodge City and the cutoff for the Cimarron Route. Seeing a need for a military post halfway between Fort Leavenworth and Santa Fe the Army established Fort Mann (one

mile west of Dodge City) in April 1847. Its purpose was to provide a place to repair wagons and replace animals. While not a regular military post the fort was defensible and was occupied by regular troops occasionally. Fort Mann was abandoned in 1848. In August 1850 Camp Mackay was established (two miles west of Dodge City) to control Indians and protect the Santa Fe Trail. By 1851 a newly built fort, Fort Atkinson, replaced it. Fort Atkinson became known as Fort Sod because of the material used to build it. This fort was permanently abandoned in October 1854 because of its inadequate buildings and the difficulty and expense of supplying it. In 1865 yet another fort was built, Fort Dodge (two and a half miles east of Dodge City). The site of this fort was a campsite used by trail travelers where the wet and dry routes merged. A stage station had been located on this spot before the fort.

Today:

Point of Rocks was destroyed in 1981 by the Kansas Highway department when US 50 was widened west of Dodge City. Several of Fort Dodge's original buildings remain in use today as part of the Kansas State Soldiers Home.

Location:

Eleven miles south and 1.5 miles west of Ulysses.

Interesting Facts:

In 1847 Fort Mann was established near the Caches. Ten soldiers were stationed at the fort. During 1847 they counted 3,000 wagons, 12,000 people, and 150,000 head of stock that passed the Fort.

In 1851 Fort Atkinson was built entirely of sod buildings. Field mice became a major problem and Lt. Henry Heth, the commanding officer, requisitioned a dozen cats from Fort Leavenworth to help deal with the problem. Fort Atkinson was abandoned in 1853 due to the poor condition of the buildings.

In 1858 "October 3rd...On both sides of our train, as far as the eye could reach, hordes of buffalo were grazing." David Kellogg's Diary (Simmons p. 58)

Cimarron Cutoff

Diary Entry:

- *Log-in diary
- *Plot location on map (in diary and on class map)

Teacher read Site Information about this trail (found in teacher manual).

Language Arts

Activity:

Write story from the point of view of an animal on the Santa Fe Trail

Materials:

paper

How to:

1. Students will choose an animal that would have been present on the Santa Fe Trail.
2. Students will then use the writing process to write their story (web, rough draft, edit, second draft, edit, final draft).
3. Use six trait writing model in correlation with the writing process.
4. Type their final draft.
5. Illustrate
6. Grade on a rubric

State Curriculum Standards:

Language Arts Standards 2 Writing: Learners write effectively for a variety of audiences, purposes and contexts.

Benchmark 1: A proficient writer uses ideas that are well developed, clear and interesting.

Benchmark 2: The proficient writer uses authentic and appropriate voice.

Benchmark 3: The proficient writer uses organization that enhances the reader's understanding.

Benchmark 4: The proficient writer uses effective word choice.

Benchmark 5: The proficient writer uses clear and fluent sentences.

Benchmark 6: The proficient writer uses standard American English conventions.

Benchmark 7: The proficient writer uses a writing process that includes preparation, drafting, revising, editing, and publishing to produce a written document.

Cimarron Cutoff

Social Studies

Activity:

Chart and visit local landmarks on the Santa Fe Trail.

Materials:

map of Santa Fe Trail

How to:

1. Discuss as a class what "landmarks" are used for today when people travel from home to school or from your town to the next town.
2. Discuss what landmarks the Santa Fe Trail travelers could have used as they moved along their route.
3. Discuss the different locations of the landmarks along the Santa Fe Trail.
4. Visit local landmarks.

State Curriculum Standards:

Social Studies Standard History: The student demonstrates a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United states, and the work, utilizing essential analytical and research skills.

Benchmark 3: The student understands the significance of events, holidays, documents, landmarks, and symbols which are important in United States history.

Indicator 3: Identifies the significance of national and local landmarks

Social Studies Standard Kansas History: The student demonstrates a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student understands the importance of the experiences of groups of people who have contributed to the richness of the heritage of Kansas.

Indicator 2: Gathers data to analyze geographic, political, economic, and religious reasons that brought settlers to Kansas.

Indicator 4: Explains one contribution made by one immigrant group to Kansas.

Indicator 5: Uses literature, letter, and/or diaries or describe the everyday life of a Kansas settler.

Cimarron Cutoff

Math

Activity:

Problem Solving

Materials:

Paper , map of Santa Fe Trail from Along the Santa Fe Trail : Marion Russell's Own Story, Problem Solving Journal, rulers

How to:

1. Every student should have a copy of the problem:

At this point there are two routes you can choose to take to get to the end of the trail. How far is the longer route in inches. How far is the shorter route? Which would you take and why?

2. In partners, students discuss possible solutions. Discuss the question, the data given, the possible strategy, and the solution.

3. Students should then solve the problem independently.

4. Discuss problem and the steps in solving. Students share their steps and solution.

State Curriculum Standards:

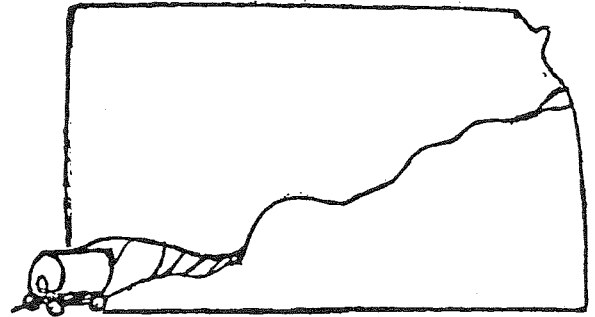
Mathematics: State standard Application (Performance)

Benchmark: Problem Solving

Indicator:

- * Find one reasonable and plausible solution to a given problem.
- * Demonstrates the understanding of problem situations.
- * Identifies, discusses, or chooses one or more strategy which can be implemented in order to find a solution to a given problem situation.
- * Implement one or more strategies in order to find a solution to a given problem situation.

The Cimarron Route



Site Information:

As the wagon caravans traveled across the Jornada the search for water was constantly in the forefront of their minds. Lower Cimarron Spring, on the north branch of the Cimarron River, was the first reliable water supply encountered by these travelers since leaving the Arkansas River. Reaching this point meant they had survived the La Jornada. The campsites at this point were later used as cattle were driven north from Texas. At one point cowboys sank a wagon bed in the spring to furnish them with a source of water. After Lower Cimarron Spring the next reliable water was at Middle Spring. This also became a major campsite on the Santa Fe Trail. Near the same location is another major Trail landmark, Point of Rocks. This rock formation along the Cimarron Valley served as a lookout point for traders with the trail lying between the rock and the river.

Today:

While the Point of Rocks site west of Dodge City was destroyed, the site in the Cimarron National Grassland remains fairly unchanged to this day.

Location:

The Point of Rocks site is about eight miles north of Elkhart.

Interesting Fact:

In 1849, while crossing the Jornada from the Arkansas River to the Cimarron River a winter storm overtook a train of about twenty wagons. The men retreated to the wagons which had the benefit of blocking the wind. After the storm ended the men "ventured from their covers to look upon the sad wreck of life around, and to

TRAVEL THE SANTA FE TRAIL TO KANSAS KIDS FITNESS DAY

Cimarron Route

think upon the awful condition in which they were placed a condition which none can realize but those who have experienced it. Hundreds of miles from any civilized habitation, in the midst of a desert waste producing not a stick of timber in a range of many miles, and no animal left..." By using the wagons for food and living off the trade provisions they carried, the party survived until spring. Letter of James L. Collins to William Carr Lane, territorial governor of New Mexico. (Simmons, p.15)

Cimarron Route

Diary Entry

- *Log-in diary
- *Plot location on map (in diary and on class map)

Teacher reads Site Information about this trail (found in teacher manual).

Language Arts

Activity:

Discuss the varieties of travel on the Santa Fe Trail.

Venn Diagram

Review of the Unit

Materials:

1 piece of construction paper for each child, two different colors of crayons, pencil, a set of hoola hoops or yarn for teacher explanation of Venn diagram

How to:

1. Teacher makes Venn diagram on the board using hoola hoops, yarn, or colored chalk.
2. Teacher label one circle 1821, the other circle 2000, and the middle circle BOTH. Student make their Venn diagram on their construction paper and label.
3. Discuss some of the facts about life in 1821 compared to 2000. Discuss similarities to both. As a class, write a fact about 1821 in that circle. Then write the comparison to that fact in the 2000 circle. Then write a fact that both years have in common and write it in the BOTH circle.
4. Check for Understanding
5. Students should complete Venn diagram independently. This is a great way to summarize the unit and assess.

State Curriculum Standards

Language Arts Standard 1 Reading: Learners demonstrate skill in reading a variety of materials for a variety of purposes.

Benchmark 1: The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.

Indicator 9: Identify text organizers such as headings topic and summary sentences and graphic features.

Cimarron Route

Language Arts

Social Studies

Activity:

Finish KWL Chart

Materials:

KWL created at beginning of unit

How to:

1. Use the KWL chart, from the beginning of the unit to fill-in information the students have learned about the Santa Fe Trail. Use the information in the 'L' column to assess whether the students broadened their thinking and knowledge about the Santa Fe Trail.

State Curriculum Standards:

Language Arts Standard 2 Writing: Learners write effectively for a variety of audiences, purposes, and contexts.

Benchmark 9: The proficient writer uses a variety of modes of writing for different purposes and audiences.

Indicator 1: Write descriptive pieces, which may include poetry, journal entry, and learning log.

Cimarron Route

Math

Activity:

Problem Solving

Materials:

Diaries or Problem Solving Journals

How to:

1. Students write a math story problem involving events and/or materials used in the Santa Fe Trail unit.
2. Problems must include a question, data, a strategy, and a solvable solution.
3. Once the students have created their problems and answered their problems, they will share their problems with other classmates.
4. Every classmate should solve at least 1 problem that is not their own.

State Curriculum Standards:

Mathematics: State standard Application (Performance)

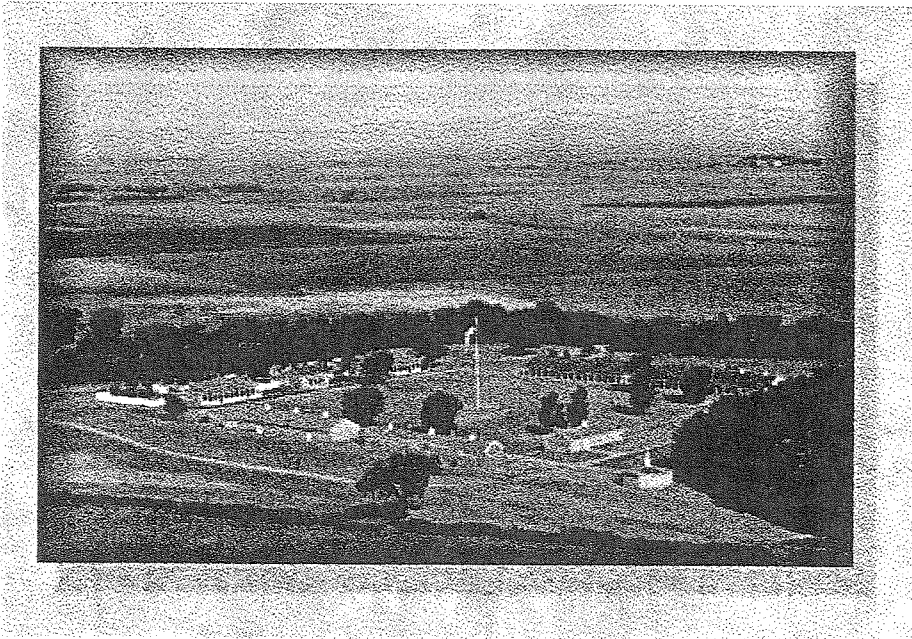
Benchmark: Problem Solving

Indicator:

- * Formulates questions or problems to be asked regarding a specified situation or data set.

Closing Activity

In closing, read Along the Santa Fe Trail Marion Russell's Own Story to class for enjoyment.



Internet Sites

Council Grove had the oak tree for leaving messages. We have PCs.

Have a question about the Trail? Maybe we can help.

- E-mail Discussion List: ask a group a question
- Individual List: ask a person a question
- Read books about the trail
- Travel CyberTrail (SFT) on-line
- Check out pictures along the trail



Santa Fe Trail email discussion group

- In July, 1996, GCNet in Garden City, KS, set up a newsgroup mailing list for us to share ideas, adventures, questions, and answers about the Santa Fe Trail.
- You can read the archived messages at GardenCity.Net. (These are WWW links, not *FTP*.)
- To join this email discussion group, you can subscribe on-line OR by email, sending the message:

subscribe santa-fe-trail first last

(replace "first" and "last" with your own first and last name)

to listproc@lists.gardencity.net

- Who else is subscribed to the list? Send the message:
statistics santa-fe-trail

to listproc@lists.gardencity.net

- Only people subscribed to the list can send messages.
 - To post a message, send email to santa-fe-trail@lists.gardencity.net
- Messages from 1995-96

Photographers look at the Santa Fe Trail

1. Can you find the quiz about the Santa Fe Trail? (Juxapos Promotional Services)

2. Ever hear of Santa Fe, KS? (Shade of the Cottonwood, L.L.C.) (with portfolio)
3. Rocky Mountain Outdoor Writers and Photographers (RMOWP)
4. Trail Cam: a work in progress
5. Picture Album, Santa Fe Trail spots

Santa Fe Trail Contacts

Names, email addresses, & locations of people interested in the Trail.

BELGIUM

- Brussels:
 1. Claude-Rene DE WINTER at dewinter.c@usa.net

USA

- California
 1. Burbank: Larry Huber, at larry.huber@turner.com
 2. Ventura: Harold, at hwheuser@west.net.
 3. Davis: Dorothy Kupcha Leland, at leland@dcn.davis.ca.us
- Colorado
 1. BENT'S OLD FORT - Bob Jones, at mljones@iguana.ruralnet.net:
 2. Delta: Nita Hale, at nitahale@co.tds.net
 3. Las Animas: Wayne Beadles, at wbeadles@iguana.ruralnet.net
 4. Mancos: Tom Vaughan, email: twt@fone.net.
 5. Trinidad: Doug, at DOUG_H@TSJC.Colorado.EDU:
 6. Virginia Dale: Elizabeth Larsen, at lizabeth@frii.com
- Florida
 1. Longboat Key: PHILIP, at macdoc@acun.com
 2. Oxford: Carl, at moulinc@firmmail.firm.edu
 3. Pensacola: Steve at steve@cheney.net
 4. Vero Beach: David at kleinda@iu.net
- Illinois
 1. rwark@nwu.edu: walking the trail
 2. Monmouth: Tom Best, Central Jr. High School, 401 E. 2nd Ave., Monmouth, IL 61462

- Indiana

1. Bloomington: T Kavanagh, email: tkavanag@indiana.edu.

- Kansas

1. Bonner Springs: Don and Nancy Sween, Sftrail@aol.com
2. Cimarron: Tom Smith, at tomsmith@midusa.net has a homepage
3. Garden City: Pat, at fico.historical@gcnet.com
4. Great Bend: Don Shorock, with homepage
5. Kansas City: Dick Taylor, at husker@sky.net
6. Larned: Don Shorock at shorock@midusa.net
7. Lawrence: John, at jrw@falcon.cc.ukans.edu
8. Maize: Howard at hlosey@swbell.net
9. McPherson: Britt Colle, at blkcolle@midusa.net
10. Olathe: Susie Bridson, at bridson4@aol.com.
11. Overland Park: Scott, gutturudy2@aol.com
12. St. John: Larry Mix with Wet/Dry Routes page
13. Ulysses: Karla French is a member of SFTA and SFT Trails Project (11/11/97)
14. Wamego: David, email: hurtwk@midusa.net
15. Wichita?: Daniel R. Kalal, at dankalal@southwind.net
16. Wichita: John R. Howell, jrh2261@rsf000.ks.boeing.com
17. Wichita: Rob Grier, at crgrier@cs.twsu.edu.
18. Wilson: Destry, at weslsch@midusa.net
19. Woodson: Leo E. Oliva - PO Box 31 - Woodston, KS 67675

- Maryland:

1. Stu Carleton, Gaithersburg, Montgomery County, Maryland 20879, USA; email: Callisto ganymede@intr.net. Born and raised: Los Angeles (North Hollywood), Los Angeles County, California 91606, USA

- Missouri:

1. Crestwood, St. Louis County: Dave "Lodgepole" Hunt, at Lodgepole@aol.com with homepage
2. Ft. Leonard Wood: Raye, at Lenterprises@ctwok.com.
3. Independence: Anne Carter, at acarter@ccmail.raytown.k12.mo.us during the school year.
4. Independence: Maureen Kennedy, at kennedy@pennvalley.cc.mo.us,

5. Kansas City: Greg Harlan, at grants@coop.crn.org
 6. Kansas City: Tina Littlejohn, of <http://trails.kcmsd.k21.mo.us>, at tlittle@email.kcmsd.k12.mo.us
 7. Kansas City: Jami, of <http://www.micro.com/~juxopos>, at jami.parkison@micro.com
 8. Kansas City: Wendy, at WendyNdHod@aol.com
 9. Nelson: Monte Holder at sja028@mail.connect.more.net
 10. New Franklin: Carolyn, at heilmanc@ext.ext.missouri.edu
- Nebraska:
 1. Lincoln: Sandra Mathews-Lamb, History Department, Nebraska Wesleyan University, Lincoln, NE 68504, e-mail: skmlamb@NebrWesleyan.edu, got her MA/PhD with a focus on Spanish Borderlands, in Albuquerque/Los Lunas, New Mexico
 - New Hampshire:
 1. North Swanzey: Arnie, at erik@top.monad.net
 - New Mexico:
 1. Artesia: Terry, at trkoenig@artesia.net
 2. Fort Union: Harry Myers, at hmyers@nmhu.campus.mci.net
 3. Portales: Lee E. Scanlon, scanlon1@email.enmu.edu
 4. Raton: Nancy
 5. Tijeras: Michael P. D'Arco, with info on an historic home off Rt.66, Turquoise Trail, Santa Fe Trail. (11/24/97)
 6. Truchas: Curtiss Frank with his web page: I rode the Cimarron cutoff horseback in 1972 (from Kansas to Santa Fe) (11/21/97)
 - North Carolina:
 1. Jay Klee, at jkleee@bgsm.edu.
 - Ohio:
 1. Dayton: Brian Jarvis, at brian.jarvis@trw.com
 - Oklahoma
 1. ?: cucharaks@aol.com
 2. Muskogee: Melanie, at missmel@hotmail.com
 - Tennessee:
 1. Steve Chinn: CHINN@ctrvax.Vanderbilt.Edu
 - Texas:
 1. Austin: Jessica at JessSca@aol.com
 2. Cedar Hill: Mike Wehrman at

wehrman@medcat.library.swmed.edu

3. Ferris: Tom Bristow, at TexasLazyB@aol.com
 4. Lubbock: Henry B. Crawford, at mxhbc@ttacs.ttu.edu.
 5. Lubbock: Shelley, cmsak@ttacs.ttu.edu
 6. San Antonio: Glenn at llsi@texas.net
- Virginia:
 1. Arlington: Bob McArthur, at mcarthur@wizard.net
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 1. Stu Carleton, Gaithersburg, Montgomery County, Maryland 20879, USA; email: Callisto ganymede@intr.net. Born and raised: Los Angeles (North Hollywood), Los Angeles County, California 91606, USA
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Want your email address to be added here?

- Do you have a personal interest in the Santa Fe Trail?
- Do you have resource books about the trail readily available so you could answer someone else's emailed question?
- You may add your name, email address, your particular interest or resource(s), and where you live to the list above. Perhaps you want to contact someone else interested in the trail directly by email. Adding your name here will NOT subscribe you to the email discussion list.
- Sign up on-line or e-mail the information to Sftrail@aol.com

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